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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Traditionally Sacred

THE traditional V formation of wild geese in their migratory flight appears to be legally sacred. A commercial aviator in Southern California seemed to think it real fun to fly into the migrating geese and break up their traditional V shape. But he was haled into court at San Bernadino, and had to put up five hundred dollars bail. The suit was brought by the game warden on the charge of "molesting and interfering with migratory water fowl."

The migratory arrangement of wild geese in their flight is held to be an inheritance that is as vital to their peace and prosperity as any phase of their physical existence.

This has several important angles in law as well as in instinct. The birds of the air must be respected in their inheritance as the title to a man's estate inherited from his ancestors through a line of legal documents.

James E. Russell makes a highly important announcement in closing his thirty years of service as Dean of Teachers College, Columbia University: "In unity of effort, in devotion to an ideal, in happy personal relationships, these years are unsullied by any instance of disloyalty or petty selfishness."

Southern California Association

THE teachers of Southern California will have their annual meeting as the Southern Branch of the State Association. On Thursday and Friday, December 22 and 23, the meetings in Los Angeles will be general sessions of the State Association and the meetings Monday, Tuesday, and Wednesday, December 19,20, 21, will be held in various counties, the speakers of the general sessions being assigned to the various county meetings. The speakers of the general sessions and the various counties will be Superintendent Susan M. Dorsey of Los Angeles, President E. H. Lindley, University of Kansas; Paul E. Cadman, University of California; Joy Elmer Morgan, N. E. A. Journal of Education; F. J. Kelly, University of Minnesota; Paul Harvey; Augustus O.

Thomas, state commissioner of Maine, and president of World Federation of Educational Associations; William John Cooper, state superintendent of California; Charles H. Judd, University of Chicago; A. E. Winship, Journal of Education, Boston; Will C. Wood, state superintendent of Banks, San Francisco; David S. Snedden, Teachers College.

Albert F. Vandergrift, Belmont High School, Los Angeles, president of California Teachers Association, Southern Section, is responsible for the program and for all arangements for the meetings.

Boston schools are advancing from paper towels and cake soap to cabinet towels and liquid soap.

Haviland Stevenson

HAVILAND STEVENSON, president, Silver, Burdett and Company, died on December 1. He was eminently successful and highly esteemed professionally and in business circles. He went with the company when Edgar O. Silver was its great leader, and Mr. Stevenson has kept the company in the line of professional progress skilfully. His passing is a great surprise. Few business men would be as generally mourned as he will be.

Harvard University on October 14 had 47,992 living graduates.

Retirement of Dr. A. T. Smith

DR. A. THOMAS SMITH, president of Pennsylvania State Teachers College of West Chester, has resigned and his resignation has been accepted by the State Board of Education. His physical condition makes it eminently wise for him to be freed from administrative responsibilities. He has been highly prominent in educational affairs in the state for many years. He was born in Norristown, 1862, graduated from West Chester Normal School 1883, and was on the faculty there 1885-1889, 1917-1920; principal, 1920 to 1927. He was also principal of the Pennsylanvia State Normal Schools at Mansfield and at Clarion.

Tennessee's Noble Achievement

PRESIDENT HARCOURT A. MORGAN of the State University of Tennessee has come as near creating a miracle as has been done for any higher institution of learning in the United States. Dr. Morgan was practically the last man to be promoted from the faculty to be president of a great university, and his success surpassed that of any other university president early in the present decade.

Dr. Morgan was Dean of the Agricultural College of the University of Tennessee. Upon the death of President Ayres it was natural that the regents should be expected to look the country over for an eminent academic administrator. Nowhere had the head of an Agricultural College been promoted to the presidency of a great State University.

To the surprise of everyone everyone turned naturally to Dr. Morgan as the leader of the University, and the achievements have demonstrated that the universal judgment was the right judgment, for the State University of Tennessee has made wonderful advancement.

Without taking space to detail the vast array of unprecedented accomplishments it will suffice to say that without any great contribution from any individual or estate Dr. Morgan has received more than two million dollars for land, building and equipment from outside of state appropriations. Also, in addition to legislative apropriations from year to year Dr. Morgan has legislative provision for two-and-a-half million dollars more to be expended for buildings to be used in the next five years. Beyond all this President Morgan has an annual provision of a million dollars for maintenance.

We know whereof we speak when we say that all in all there has been nothing comparable to this in this decade when one considers the yesterday of this university, especially when one realizes that Dr. Morgan was taken from the faculty instead of going far afield for a spectacular ready-made reputation.

Radcliffe College has enrolled this year forty-one daughters of Radcliffe graduates.

Passing of A. N. Palmer

AUSTIN NORMAN PALMER, the creator of "Palmer Penmanship," died in his home in New York recently. Mr. Palmer spent much of the last year in England. Few men have built up an educational specialty to such an extent as he built up his system of penmanship by means of which twenty-five million Americans learned to write distinctly.

More than a third of a century ago we knew A. N. Palmer in conventions in Iowa, knew him in his home in Cedar Rapids, and last Christmas we received a hearty personal letter of friendship from him from England. He was one of the whole-hearted men with whom friendship never lost its charm. He was a man in whose prosperity everyone rejoiced.

The announcement of a New York Medical Centre with $60,650,000 resources fails to produce the thrill it would have even three years ago. We are accustomed to think in big figures.

The Spirit of New England

By A. E. WINSHIP, Editor

"THE Spirit of New England" is doing for the northeast corner of the United States what the "Spirit of St. Louis" did for the metropolis of the Southwest. Naturally I think in educational units, and unless New England retains her educational leadership of three hundred years she will trail behind the other sections of the country. That she will never be a trailer is adequately demonstrated by her continued educational leadership.

New England has more than fifty universities, colleges and state normal schools—which would be styled State Teachers Colleges but for her worship of tradition—and half of these are within sixty miles of the gilded dome.

In these New England universities and colleges there are more than 60,000 students on the campus, those taking correspondence courses not being recorded.

More than 40,000 of the 60,000 students are within sixty miles or two hours' ride of Boston.

Harvard and Yale, Amherst and Williams, Dartmouth and Bowdoin, Brown and Tufts always have been and still are genuinely national in their clientele.

Yale has developed an entirely new personality, leading everything in the New World in its vision. Massachusetts Institute of Technology is classically scientific, and Williams in its world-famous Institute has set a pace that already has created several important imitations. Amherst and Dartmouth, Brown and Bowdoin are specializing skilfully, while "Little Bates" has won all oratorical prizes in the New World and is now challenging the orators of the Old World. Clark University was created to challenge psychologists, biologists and geographists, and keeps the pace in the race. Boston College and Holy Cross are losing their sectarian isolation and making touchdowns where least expected. Indeed, of the fifty-four institutions of higher learning in New England practically every one has a chip on its shoulder to demand the attention of some rival in the New World. There has never been anything more virile in education, here or anywhere, than is in New England today.

But it all culminates in the almost laughable love affair between Harvard and Boston University. The year that Charles W. Eliot undertook to rescue Harvard from its ebb tide, the Methodists, frail religious folk hereabouts, pretended to start a University on the godless side of the Charles River. The situation was more or less tragic.

Twelve years ago Harvard had not discovered that there was anything worthy of note across the Charles. Suddenly all this changed. Boston University Theological Seminary had attained a prominence that made higher scholarship desirable, and President Murlin asked President Lowell if the theological students of his university could register at Harvard in some super-scholastic courses. This was agreed to as an experiment for one year. The arrangement was highly satisfactory to Boston University, but as the year drew to a close there was fear lest Harvard would hesitate to continue it.

To the delight of President Murlin President Lowell was not only willing to continue it, but thought a fair exchange was no robbery, and would like to have Harvard theological students get some of their religious training at Boston University, and a love feast sealed the compact.

Passing over some interesting approaches to the greatest of all nuptial relations across the chasm of the Charles, it is interesting to relate that Harvard and Boston University proposed one to the other a bridal tour through New England, and it was suggested to many cities that a professional after-scholastic tea be served by these two universities.

For instance, Portland, Maine, had three hundred teachers enrolled for a credit-securing course, picking one professor from the left bank of the Charles and one from the right bank, and all of the three hundred were exposed to the scholasticism of the two. Those who already had a Bachelor's degree would register in Harvard and get credit toward a graduate degree. Those who had not completed the undergraduate work would register with Boston University and get undergraduate credits, and the two Universities put all arrangements in the hands of a Roman Catholic to administer. This is a wonderful professional achievement.

I could hardly close this tribute to "The Spirit of New England" without saying that it is understood that the Cardinal is to serve on the committee to glorify the Puritans who settled in Boston in 1630.

In liberal education the question is: "What will the subject do for the student?" The question in professional education is: "What will the student do with the subject?"

—James E. Russell.

Belding's Page

AUTHORIZED TRUANCY

BOYS and girls feel highly honored to be selected by teacher or principal to run errands, clean erasers, watch the office, collect bank deposits, peddle milk, or perform any of the hundred and one different tasks that can conveniently be delegated to them. But this is no excuse for overburdening any individual pupil with these assignments.

The well-organized school does not have messengers scurrying from room to room, interrupting the work of classes at any and all times of day.

Neither does the properly regulated school demand that any one pupil miss an hour or two or even a half day each week to help run the routine business of the institution.

Schools are very particular about requiring regular attendance. A pupil doing errands is just as truly absent as if he or she remained at home to help with the housework.

Is it only clean records and reports some schools and teachers are looking for—or is there a sincere belief in the importance of having Ralph and Marjorie there in person to study and receive instruction?

Think this over.

EDUCATION VIA THE AIR

ONE of the most potent authorities on education at this moment is the United States Radio Commission. That commission has announced its intention to eliminate approximately three hundred broadcasting stations on February 1, thus reducing the number from 694 to around 400.

Full authority is possessed by the commission to pick the stations it may choose to doom. Priority of establishment could be made the sole criterion. That would be the simplest method. But it would not cure local situations where there are too many stations and have been for a long time.

The quality of the programs offered by different stations should be taken into account in determining which are to be closed by the commission's order. If this is done, the process will call for careful weighing of customary broadcasts. Because radio exerts a profound influence upon public taste and intelligence, those stations should be named for preservation which habitually furnish entertainments both interesting and of high quality.

The commission's task is by no means enviable. But if it is done in the right spirit and with discretion radio will be made more attractive to the public and at the same time more worthwhile.

The very fact that there will be fewer stations will in itself tend to improve the quality of the programs sent out by the stations that remain.

APING THE HIGHER SCHOOL

HIGH schools have always had a tendency to imitate colleges, without stopping to consider whether the way of the college is intrinsically good, or, if good in itself, whether it is helpful to those of high school age.

Junior high schools, similarly, show a disposition to pattern themselves after senior high schools. To be sure, the junior school is expected to lead naturally into the senior. But the two institutions exist for different age groups, and there is no more reason for having an easy and unnoticeable transition from junior to senior high school, than for having an easy and simple transition from elementary to junior high. In fact, the junior high school is two-thirds elementary school and one-third high school, in the composition of its membership. It should bear a resemblance to the school below rather than the school above.

SINGLE OR DOUBLE SESSION?

TAKE, for example, the matter of hours. Is there any reason why junior high schools should have the single session in preference to the double? Is single session better for the health of a growing child than double session? Junior high pupils do not, as a rule, need the afternoons for work. They do need more time in school for supervised study than their older brothers and sisters. Junior high pupils need the relaxation and refreshment of a noon hour spent at home, instead of the prolonged strain of a school session lasting until one or two o'clock, perhaps coming home to a meagre lunch which mother has saved for them to eke out the lunch obtained in school.

Pleasanter for teachers the single session no doubt is. It may confer upon the pupils a sense of being older and more dignified. But a more important question is—whether it is really the best arrangement from a hygienic and an educational standpoint, for the boys and girls of junior high school ages.

Anson W. Belding

Associate Editor.

School Problems

Edited by a School Executive

"A good thing to remember,
And a better thing to do,
Is to work with the construction gang
And not with the wrecking crew."

37. How many free periods a week should a junior high school teacher have? (Rhode Island.)

At least three—preferably five—one every day.

38. Please justify the teaching of algebra to everybody—and don't you dare to use the phrase "mental discipline." (New York.)

It cannot be done. I cannot justify teaching algebra to everybody, and I don't know anybody who can. For years thinking people in school work have asked themselves why should we require all our high school freshmen to take algebra? "Mental discipline" was the first answer, but the bottom fell out of that, and we had to look around quickly for another answer. So we said: "The colleges require it, and what is good for the colleges must be good for all of us." But we didn't get by with that answer very long. "My boy is not going to college and I want him learning something he can use," said the practical parent. Use? Use? Again we looked around frantically for an answer. If he becomes an engineer, a chemist, or a surveyor he'll need algebra. That is use. But how many are engineers, chemists, and surveyors? We were all off again! And then came those seven, cardinal objectives of education, and we said: "Well, anyway, if you cannot fit it under vocational training you can put it under leisure. People just love thinking in mathematical precision, order and balance," and the hard-headed business man gave one great laugh, and we were finished.

No, there is no justification for giving algebra as a course for everybody. It should be offered as an elective.

However, there are a few algebraic concepts and a small amount of algebraic language that are a matter of ordinary general knowledge which everybody needs in order to read a newspaper or a magazine intelligently. This small amount should be included in a required course in general mathematics in the junior high school years.

39. Do teachers live up to the matter of discipline as they expect their pupils to do? (Minn.)

Many of them do not, but there has been a great improvement in this line in the last few years, since we have been having more highly trained teachers and have given more attention to moral training.

Courtesy is the foundation of all discipline, courtesy defined as kindly consideration to the other fellow, however small, and here the teacher first and oftenest falls down. He forgets that he must radiate unfailing courtesy in voice, manner, and action not only what he expects, but a finished adult edition of all he hopes for. This is not easy at all times, but it is the only way.

A loud voice, a dominant or sarcastic manner, and corporal punishment in any form are all extremely discourteous.

Cheerfulness—the smiling front, however you may feel—is another important matter of discipline, and one which every pupil has a right to expect from the teacher.

Industry or the habit of hard work is not always regarded as an element of discipline, but it is a very important one. And here, again, a teacher who wastes time by failure to plan his work expects what he doesn't give. He insists that the pupil keep busy while he sometimes watches him do it.

It must be remembered, however, that while all of us need to keep these things in mind and constantly work on them, the fifty per cent. of our teaching corps who are in the A or B class do a fairly good job at it. The other half do about as well in this as they do in other lines, which means they need much inspiration, supervision, and supplanting whenever possible.

40. Where can I go to get information as to vocational careers open to the deaf? (Mass.)

The Speech Readers Guild of Boston, at 339 Commonwealth avenue, Boston, Mass., will welcome the opportunity to help you.

41. How many magazines should the school department furnish the teachers? (Colorado.)

It is a wise plan for the school department to furnish each building with two or three educational magazines of general character. They should be a part of the teachers' library. They stimulate her to take others which bear particularly on her own work. Frequently she cannot afford to buy all the educational books and magazines she needs.

There is danger in the "classroom mind." If a teacher has to choose between magazines of a general educational nature and those bearing directly on her own work she naturally chooses the latter. This tends to narrow her viewpoint and lessen her value to the system. The broader type purchased by the school department helps to offset this condition.

American Education and Democracy

By WILLIAM F. RUSSELL
Dean of Teachers College, Columbia University

AT NO time in the last hundred years has democracy been so severely challenged as at present.

We cheered when we heard that the Tsar had been overthrown—one of the world's greatest autocracies gone at last. Another great surge toward democracy, we thought. But today Russia lies abject, completely in the power of one per cent. of its population, the Communist Party, which by virtue of the Soviet organization and plan of government, is itself controlled by a very small band of men.

In the same way, in Italy and Spain, the Fascist movement has taken control. Here is the rule of a dictator, a benevolent dictator taking full command. He rules for the benefit of the people who are too ignorant, too poor, and too subservient to be able to govern themselves. Italy is certainly improving. A man who can clean up Naples is deserving of respect. But one trembles for the future. Will the next dictator be benevolent? Or the next? He rarely is.

Mark the same development has taken place in Turkey and Greece, in Bulgaria and Hungary, and it has been long in effect in most of Latin-America. Universally it is founded on ignorance, on poverty, and upon an absence of the experience given by local self-government.

I am not a political scientist and am only an indifferent historian. But I suspect in these characteristics can be found the essentials for the growth of democracy. Just as the seed requires warmth and moisture for germination and good soil and sunlight for growth, so does democracy require faith in life, liberty, and equality for its conception and education, prosperity, and local government for its advance.

Education, of course, depends primarily upon our school system. But, curiously enough, so do the other two essentials. National prosperity depends in part upon geographical situation, climatic conditions, and the wealth of natural resources. But in the main well-being and physical comfort depend upon what we earn and what we spend. our productivity and our frugality, our work and our thrift; and these depend upon how we are trained. This will become increasingly important as our population increases, as our country becomes crowded, as our national resources become exhausted. In the main our prosperity depends upon what we do to our environment; and this is a matter of education.

Furthermore, people who are able to govern themselves must be stubborn and unafraid; obedient to authority when authority is proper, but never cringing slaves to the bureaucrat. They never can look to a central government for the solution of all ills. They cannot wait for Paris, or Moscow, or Washington. Much of it depends upon themselves. Only in the conduct of government can the art be learned. Our local government has been the practice ground of American statesmen and voters. Now local government in the United States deals with streets and police; with fire protection and poor relief; with health and public utilities; but more than half of its total task is the school, the library, and means of adult education.

Thus the plant of democracy has its moisture from general education, its rich soil from national well-being, and its warmth and light from local government. All these depend upon our educational system. Education is not a product of democracy. It is not a result. It is an essential. It is a cause. Our educational system, more than any other social agency, more than the army, the navy, the treasury, the church, is the *defender*, the *perpetuator*, the *guardian* of democracy.

The argument then is as follows: It has been the hope that the time might sometime come when a man might have a right to his life and his property, and his children an even chance. This dream has lately been approaching realization; in northern Europe to a degree, in the British empire in part, and in the United States more adequately than some of our intellectuals realize. Just at present this advance is being severely challenged by the Bolshevik commissar, the Fascist chief, and the military politician. The countries where these reactions are taking place have three conditions in common—their people are unschooled, there is a lack of prosperity, and government is highly centralized. Reflection upon our own history reveals the opposite of these conditions as the probable bases of democracy. In the main all depend upon education—mostly upon organized education.

The implications of this argument are perfectly plain. Schools and teachers, colleges and professors, supervisors and superintendents, board members and regents have a clear basis for judgment. Our educational system shall be directed and operated in such a manner that our democracy may grow and approach perfection. We must develop a trained electorate. This means universal education, protracted education, education for leading and following, education for self-discipline. We must also insure national well-being. Therefore earning and spending, producing and saving, extension of present improvements and the development of

new, conservation of life and resource, and achievement of potentialities, are paramount problems of the school. We must stimulate self-government. Here our school system is at once a cause and an effect, an instrument and an object moved. We must see that our towns, our cities, our localities, are not objects of derision; but examples of proper administration. Most clearly our argument points to the importance of the institution for the training of teachers and the laboratory of research. Our schools must be in the best of hands. In short, this argument gives us an educational measuring rod. By it we can tell progress from mere change.

If the premises be sound and the conclusions logical and generally accepted, we teachers need have no fear for our profession. Quality of personnel and quantity of material support will both be attracted. For us a trust is given. In our hands rests the perpetuation of that form of society which millions of men have desired and for which countless numbers have died. Our predecessors have handed us the torch, more brilliant than when it was passed to them. We must be faithful. We must hold it high.

The University Is Eternal

By WILLIAM MATHER LEWIS
President, Lafayette College

IT IS characteristic of our nation ruthlessly to discard those elements which do not contribute to its advancement. There has never been a serious thought given to eliminating the college. It will endure as long as the republic endures.

And so the college administrator if he is to be worthy must think not alone in terms of a year or an administration, but in terms of the next generation, and the next century as well. The amazing growth in college attendance following upon the approach of national intellectual maturity; the startling developments in science; the stupendously increasing wealth of the nation emphasize the futility of short-sightedness and stress the necessity for far-seeing consideration of questions pertaining to physical equipment, endowments, curricula.

No institution of learning can be all things to all men. Its outstanding service comes from superior achievement in a well-defined field. Mediocrity is the bane of American education. If our colleges are content with low standards and indifferent achievement how high may we expect the intellectual tide of the nation to rise? Research is constantly claiming a greater degree of attention. In itself this is a situation whose benefits to the world in the field of science and of letters cannot be overestimated. But in our enthusiasm for its advancement we must not overlook the mighty army of undergraduate students who place the four most fateful years of their lives in the keeping of the college and who have a right to demand devoted instruction. The college does well to honor him who adds to the sum total of knowledge, but it is untrue to its trust if it does not equally recognize the interpreter of knowledge, the teacher who is no less essential in the scheme of intellectual progress. There is a tremendous amount of knowledge at the mine mouth today—scarcely touched because of indifferent transportation facilities. Many false ideas, economic, scientific, social, are being foisted upon the multitude because of a scarcity of men who can, or more truly who will, interpret sound knowledge simply.

The interest in effective teaching and the study of the science of education have long been outstanding elements in the life of Lafayette College.

Here is an institution which nearly ninety years ago established in connection with its study of education a model school, probably the first of its kind in America. Here is a college which in its earliest days recognized the importance of the science and the art of teaching and which set about at an early day in its existence to provide effective instruction for its own students and leadership in effective teaching for the entire nation.

We are wont to say that the true teacher like the true genius in any field of human endeavor is born, not made. But that expression, like many another which rolls glibly from our tongues, leaves much to be desired. An instinctive love of music alone justifies no one in an attempt to interpret the passages of a great composer; nor does love for the healing art fit one to practice medicine. Modern teaching is as truly a learned profession as is any other. And in any learned profession knowledge and technique are inseparable requisites. The teacher with acceptable technique but with inadequate knowledge is inefficient; and no less is the scholar whose mind has not dwelt upon methods by which his learning can best be transmitted to those for whose mental development he is responsible. We have gone far in recent years, through orientation projects, in adjusting the freshman to his new surroundings. But another group needs orientation no less. The young instructors fresh from their graduate studies should not be thrown into the complicated and trying

work of the classroom without that guidance which will give them direction. The trial and error method is hurtful to student and to teacher alike. Among our multitudinous faculty committees there should always be found the committee on teaching. And upon this committee there should be placed the eminent teachers of the institution who through conference with the young instructors, extending over the first weeks of their introduction to their task, could impart and perpetuate methods and principles of recognized effectiveness.

We are too prone to express uncertainty as to the mission of the college. And this is so because the product of the college is men. If the product were bookkeepers or physicians or aviators there would be no such confusion. The requirements for vocational training are fairly well understood. But men! Here is something which erudite scholars do not always understand; men who have the versatility to meet new problems; men who face life unafraid because they understand the world in which they live. If men must have this capacity then they must have culture. And here the critic laughs. Culture! What is it but a high-sounding phrase to conceal academic indirection. Stop a minute. Culture is capable of clear definition. Culture is the ADZ shaping man to fit snugly into the social structure of his day. Just outside these chapel doors, beneath the figure of Lafayette we find chiseled these words of his: "I read, I study, I listen, I reflect, and out of all this I try to form an idea into which I put as much common sense as I can." Here is the process of the man of culture. Learning if it is to be useful must be applied, with common sense, to swiftly changing conditions. This century of machinery and of social complexity has a vastly different cultural problem than those earlier, more leisurely, more simple epochs of social development.

Socrates and Plato might well be dull dinner companions today. Culture is not a frozen thing. If it were the old narrow classical curriculum would suffice. Culture is not an ephemeral thing. If it were we might turn our backs upon all the rich intellectual stores of past centuries. It is the clear duty of the college, then, to expose its students to "certain best thoughts" gleaned from all the ages including our own, and enlarge the capacity for present application. There are no subjects today which can claim cultural preeminence. The poet needs mathematics in the scheme of his cultural development no less than the engineer needs literature. But all need, what all have not received in our colleges, the cultivation of taste for æsthetic things. It should be true that every college graduate has some musical appreciation, some appreciation of the great things in painting and in sculpture, a discriminating love of books, and for those things optional courses in the appreciation of music and of art are not enough. Some channels there must be by which these finer things of life are made to flow about every student. This is the best answer which we have to that new and significant problem of society—the problem of leisure time. A weakness which besets us in this hurried age is that of loose and inaccurate thinking. Various exact sciences and the application of unvarying mathematical formulae in the work of engineering education are among the best remedies we have for this condition. Their place in a cultural program is obvious.

If accuracy is an essential to true culture then increasing attention must be paid to accuracy of expression. A growing disregard for the correct and discriminating use of the English language must be stopped unless we are to lose an element not only of immeasurable value in true cultivation but in the field of business and professional affairs as well.

There are many who maintain that the curriculum is a thing of the past; that the extension of the boundaries of human knowledge during the past century renders it necessary to give the student an unlimited choice as to the subjects which he will pursue in his undergraduate years. But as long as culture is capable of the definitions which I have cited there must be a curriculum. And as long as we recognize the necessity of giving immature minds proper development the need for a balanced intellectual diet appears imperative. The question of the comparative amount of effort to be devoted to education for humanistic purposes as against that contributing directly to vocational success will continue to be argued. But regardless of this the liberal arts college must be true to its highest conception of the things which are essential to culture; and the student must not be allowed to confuse credits and a diploma with that which is rightly called education. In saying this I am not advocating an inflexible course of study; a course which leaves out of consideration the capacities and the limitations of the individual student. I am merely expressing my belief that in this or in any other college of like purpose there should be well defined goals—and to accomplish this it is necessary to impress the unity of human knowledge. Overspecialization and departmental aloofness must give way to a desire to fit each element into the mosaic of intellectual totality. Only then may we come clear of the charge of "intellectual vagrancy."

We are hearing much today of mass education. The words seem to me to be contradictory. Any system of schooling which neglects the individual for the group misses the mark. I need not dwell upon our national tendency to confuse bigness and greatness. It is a natural tendency in a land of unparalleled wealth and mechanical achievement. But the distinction is clear in the field of educa-

tion. No one can state authoritatively the maximum number of students with which a college may hope to deal effectively. But that college is too large whatever be its registration where no one knows whether or not each student is taking advantage of the opportunities to satisfy his intellectual curiosity and strengthen his moral fibre. That college is too large where the student is recognized by number, not by name; where he and his background, his problems and his possibilities are known by no one in authority. That college is too large where he has not encouragement and satisfaction to create the desire for wholesome recreation in the field of organized games. The institution which makes much of the fact that it is a small college and which at the same time through intensive and highly organized effort strives for bigness, may rightly be charged with having a confused policy.

Much current satire is aimed at the alleged absence of intellectual interest prevalent among college students. We are asked to believe that our institutions have taken on more of the atmosphere of the country club than that of the academic grove; that those who enter the college halls with the avowed purpose of intellectual development devote most of their four years of residence in trying to avoid this very thing. Truly the things of the mind appear to be matters of slight interest to a vast number in the college community, and still it is the nature of man openly to treat most lightly many of those things which lie nearest his heart. And evidence is not lacking that amid all the distractions, all the frivolity of the present age, there is an intellectual longing growing among the ranks of youth, craving and demanding only an intelligent and progressive and stimulating leadership. There is an increasing challenge to demonstrate the soundness of knowledge and above all its application to life. There is a constantly growing desire on the part of students to hear the highest sources of authority. Never was there a time so much as the present when the college could bring before the student body a recognized leader of world thought, in whatever field, with as full knowledge that we would receive an attentive and an intelligent hearing. And that college which supplements the work of its own faculty with such men, goes far in encouraging intellectual activity. And that college which devotes much thought to the glorification of all forms of intellectual endeavor, not as opposed to other normal activities of youth, but as an inherent element in the success of all, is pursuing a course whose results are immeasurable. With all the criticism directed at the tremendous growth of inter-collegiate athletics, and their attendant influence on student interest, it is fair to call attention to the constantly higher code of ethics on the athletic field; and to suggest that this is not without its intellectual implications. Dirty play is increasingly unpopular among players and in cheering sections alike, partly because of growing admiration for good sportsmanship, but no less because of the knowledge that he who "keeps his eye on the ball," whose mind is occupied with the technique of the game, to the exclusion of plans for the injury of his opponent, is the one who is relied upon to contribute to victory or to accept defeat gracefully. It is but a step from that simple fact to its application to every activity of life. It is for those who lead to make such applications, and thus to render every legitimate activity an aid to intellectual effectiveness.

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The Campfire Girls

BY DENIS McCARTHY

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Then goodbye to shore or meadow
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Camp Fire Girls in shine or shadow,
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When the long day's hike is over,
When the glowing sun is low,
When the shades of twilight hover
And the airs of evening blow;
Then 'tis sweet in golden weather,
While the smoke-wreath upward curls,
Round the fire to sing together,
Happy-hearted Camp Fire Girls.

Vocational Guidance in High Schools

By J. G. HICKOX
Department of Research, Warren, Ohio

LIFE'S journey is short with many obstacles to meet. In order that the journey can be planned so that these obstacles will not be greater than the individual can overcome, each adolescent youth should be guided into a course of study and a vocation suitable to his individual needs. It is the problem of vocational counselors to plan means and ways so that this aim can be realized.

The course of study for high school pupils should be outlined by vocations. In most large high schools there are many electives. Unless pupils have a course of study so outlined that each course leads toward a definite goal, they are apt to make haphazard elections. With such elections the pupil finds that upon graduation he has not made the preparation to take further training in his chosen vocation.

The courses of study should be outlined so that they lead in the direction of various vocations: medicine; nursing; law; engineering, agriculture, including forestry, landscaping, gardening and horticulture; social service, including the ministry, Y.M.C.A. or Y.W.C.A. work, teaching, social guidance, organized charities and librarians; music; bookkeeping; stenography; home economics and the various trades. The pupil who plans to take a medical course should elect such subjects that his course is rich in science and languages. The pupil who plans to study law should select such subjects that his course is rich in social science, history, law, economics and sociology. The pupil who plans to make some phase of engineering his vocation should have a course of study rich in mathematics. Each vocation requires a particular kind of background. Knowing the curriculum which the pupil plans to follow beyond high school helps in deciding on the electives in the high school course of study.

High school pupils should also be informed concerning the aims and content of various subjects offered. This should be done during the semester preceding the one when the course is offered. Some junior high schools are offering short try-out courses to help acquaint the pupil with new subjects and to discover which pupils have aptitudes for the subject. In the absence of try-out courses both oral and printed information concerning the aims and general content of electives will help pupils to decide whether a particular subject will fit into their needs.

A vocational choice before making a selection of a course of study and the electives should be the result of careful study. A few suggestions may help pupils to make vocational choices.

The choosing of a life work should be a responsibility for each individual. The purpose of the vocational guidance and information given should be to help each pupil make a careful self-analysis and a study of the opportunities open for work and service. The adolescent youth is looking forward to the time when he will be earning a livelihood and will want to make a choice.

A survey of the vocations early in the career of the high school pupil helps him to know what opportunities are open. This course should include a study of the leading occupations, the duties, the educational requirements, the vocational knowledge required, the physical requirements, the compensation and the promotion possibilities of each. The advantages and disadvantages of each occupation should be studied. Visits to offices, factories and other places where men and women are actually engaged in work of various kinds will help to make the subject realistic. Conferences directed by successful representatives of the different vocations are also very helpful. During the junior high school age all pupils may attend all the conferences. These, together with the survey of the vocations, should help the pupil to have a store of information which will aid him not only in deciding on a vocation, but also in having a sympathetic attitude toward the workers in each occupation.

As pupils advance from the tenth to the twelfth grades they should have provided for them one or two group vocational conferences per year. Pupils will attend the conference or conferences in which they are especially interested; all of the pupils choosing law will attend the conference conducted by a lawyer; pupils choosing medicine will attend a conference conducted by a physician, etc.

In order to unify the conferences a speaker's outline may be helpful. The following outline prepared by E. E. Spanabel, of the Fifth Avenue High School of Pittsburgh, Pa., is suggested:—

High School Education:—

The course and subjects that should receive special attention in high school preparation.

Personal Characteristics and Aptitudes:—

What personal characteristics and aptitudes should one possess in this vocation?

Education:—

Length of course.
Good school to attend.
Entrance requirements.
Expenses—tuition, books, board, etc.

Sources of Employment after completion of course:
- Promotions.
- Hours.
- Vacations.
- Salary.
- Demand for workers.
- Steady work.
- Chances to learn.

Opportunities for Specialization.

Advantages and Disadvantages of the Occupation.

What Importance to Society has the Occupation?
- What things are actually done by a person who is in this calling?
- What are the main advantages of the occupation?
- What service to humanity?
- Friends and associates.
- Ethical conditions.
- Healthy work.

An interest analysis blank is a means of helping the pupil to analyze himself. The blank when filled out should reveal the following information:—

1. Subjects for which the pupil has a preference.
2. Strong or weak traits of character such as, self-control, self-confidence, persistency, courtesy, etc.
3. The type of work which appeals to the pupil.
   (a) Dealing with people, or
   Working with things.
   (b) Skilled manual work, or
   Work primarily mental.
   (c) Similarity of tasks, or
   Variety of work.
4. The vocation or vocations which seem to have special interest to the pupil.

After the pupil has decided on a vocation and decided that he has the aptitudes and qualities necessary for it, a vocational theme as a part of his English work gives him a better understanding of his chosen field of work. Dr. Brewer's outline which follows will assist in realizing this aim.

Outline for Vocational Theme:—

1. What importance to society has the occupation?
2. What things are actually done by a person who is in this calling?
   (a) Make a list of them.
   (b) Outline a typical day's work.
3. What are the main advantages of the occupation?
   (a) Service to humanity?
   (b) Chance to learn?
   (c) Demand for workers?
   (d) Steady work?
   (e) Growing importance of vocation?
   (f) Interesting work?
   (g) Promotions?
   (h) Friends and associates?
   (i) Hours?

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THE PROBLEM OF VOCATIONAL GUIDANCE

By

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Professor of Vocational Education and Guidance, University of Michigan

Nearly 1,000,000 boys and young men and approximately 500,000 girls and young women in the United States each year enter wage-earning occupations. How do they find their way into the places they are to fill in the present maze of occupations? What is the extent of economic loss to themselves, to employers, and finally to society created by the present trial and error method? This book reviews the entire situation thoroughly and shows that the problem of vocational guidance must and can be met by the schools. $1.60

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(j) Vacations?
(k) Good living?
(l) Healthy work?
(m) Ethical conditions?
(n) Other points?

4. What are its disadvantages and problems?
5. What preparation is necessary or desirable?
6. What are the other requirements?
7. What income may be expected—at first and later?
8. What effect has the occupation on the social, civic, physical, recreational, and moral life of the worker?

Parents and teachers should work together guiding the pupil in the choice of his vocation and in the selection of his course of study and electives. Parents should be informed concerning the curriculum offered in the high school and how it can best serve the interests of the pupil. Meetings of parents, home calls,. and letters to parents are all helpful for this purpose. The course of study should be so arranged that neither parent nor child can misunderstand.

College administrators tells us that some young people attend technical colleges who should attend colleges of liberal arts; others who should attend technical colleges attend colleges of liberal arts; and a number are in colleges who should be attending vocational schools. A careful study of the college, what it offers together with the study of the pupil and his needs should help to guide young people to the place where they can so be trained that they will realize their best possibilities.

Pupils will need guidance in their study of this problem. If possible, the choice of school should be made before the pupil enters the eighth or ninth grade. Colleges vary in their entrance requirements. Pupils should know this, and the course of study and the electives in the high school should be chosen accordingly.

An important part of the guidance program of every high school should be to study and analyze the failures. Knowing the cause of the failures will help in guiding other pupils away from courses in which they are sure to fail. Failure usually takes away from the pupil self-confidence, self-esteem and ambition. Failure leads to discouragement and often to an aimless life. An inferiority complex results. Success leads to success. If a pupil succeeds he gains in power and has confidence that he is on the road toward the mastery of his chosen vocation.

The organization of the guidance program will depend upon the number and kind of workers in the school system concerned. The organization should be such that all the useful information for the guidance of each child is conserved.

A research department is an invaluable aid to guidance workers. This department should function, not only to help disseminate established principles, but also to plow into new fields—to learn principles yet unformulated.

Supervisors and departmental heads should be research workers in their departments. The workers in each department should know, or seek to know, how to select the pupils who will profit from the various courses offered. To do this, three things are necessary; first, the aims and purposes of each course should be so clearly formulated that each pupil may know how the course will contribute toward his life needs; second, the mentality and the particular aptitudes required for the mastery of each subject should be determined; third, means should be used to determine the mental ability and the particular aptitudes of the pupil. As supervisors and departmental teachers become skilled both in determining what mental characteristics are required for the mastery of a subject and in determining whether the individual has these characteristics, pupils will be properly guided.

Because the workers in each department should be thoroughly familiar with the problems of guidance in their particular fields, the departmental teacher should have an important part in the guidance program. This should finally take the form of approving the course proposed for the coming semester. With the help of a few educational tests most departmental teachers know whether a pupil should continue in the department for further work.

A pupil's records in standardized educational tests help to reveal his general ability and particular aptitudes. A standardized educational test is a two-edged sword which gives a clean-cut cross section of a pupil's capacity in a certain subject or phase of a subject at a given time. A pupil's future possibilities depend upon what he has done in the past.

Pupils with intelligence quotients below seventy cannot master algebra. Those with intelligence quotients below ninety probably can master only the routine parts of algebra, thus getting very little good from the course. In general, those pupils who rank in mentality in the lower third of a class are unable to master algebra and geometry. Pupils who have difficulty with arithmetic in the sixth, seventh, and eighth grades are usually weak in mathematics of the college preparatory type. Teachers' marks together with records of standard educational tests in arithmetic reveal the pupils' ability in mathematics. Unless a pupil attains an average of standard or nearly standard in three or four standardized educational tests in arithmetic, he probably has not sufficient background in mathematics to master algebra or geometry.

Pupils who rank in mentality in the lower third of the class are not successful students of a foreign language. Those pupils whose marks are below average in English for several semesters and those pupils receiving scores below standard

in several standardized tests in English usage and grammar are likely to be unsuccessful students of a foreign language. If a pupil cannot master his own vernacular he will certainly have difficulty in attempting to master a foreign language.

A number of prognostic tests have been devised which are also helpful in determining the pupil's possibilities in certain subjects. Such tests as the Stenquist Mechanical Aptitude Test, the MacQuarrie Test for Mechanical Ability, the Orleans-Solomon Latin Prognostic Test, and the Hoke Prognostic Test of Stenographic Ability, with teachers' marks and educational tests help to determine a pupil's future possibilities.

Pupils should be arranged in home rooms according to grades and interests. One home room may contain pupils taking college preparatory courses—of a particular type—pre-engineering; another may contain pupils taking the pre-medical course, etc. Each room teacher should thoroughly familiarize himself with the needs of each pupil in his room and be able to give helpful information concerning the vocations which pupils have chosen. With the help of the approvals which are given by the departmental teachers, home room teachers should see that each pupil's course is carefully planned from semester to semester.

In addition to the work of the home room teacher much help may be realized if for each grade there is a conference teacher who devotes one or two periods per day to the work. The conference teacher may assist in various ways; in arranging meetings for the class in which electives for the coming semester are explained; in conferring with pupils having difficulties either with their present work or in the selection of a course for the coming semester; in arranging for pupils to attend various group vocational conferences as they are scheduled in the building; in reporting cases to the vocational counselor needing his help and advice. The conference teacher having charge of the graduating class should see that each graduate has help in realizing the goal for which he has been working in his high school course.

A good record system is a necessary aid in the guidance of high school pupils. A permanent record should show the pupil's record by departments, preferably from the time he entered school. Records should include both teachers' marks and scores in standardized mental and educational tests with interpretative readings. Because a pupil's future is determined largely by what he has done in the past, these records are indispensable.

Every part of the guidance program should help each pupil to discover his own abilities and natural inclinations, and then to direct him in such a way that they are developed to the fullest extent. If the pupil changes the choice of his vocation the life career motive has stimulated him to his best efforts as a student.

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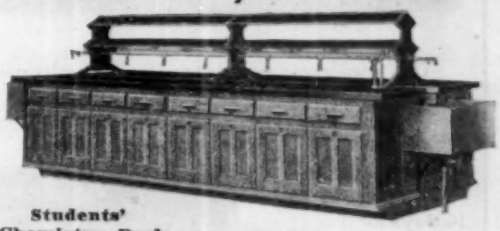

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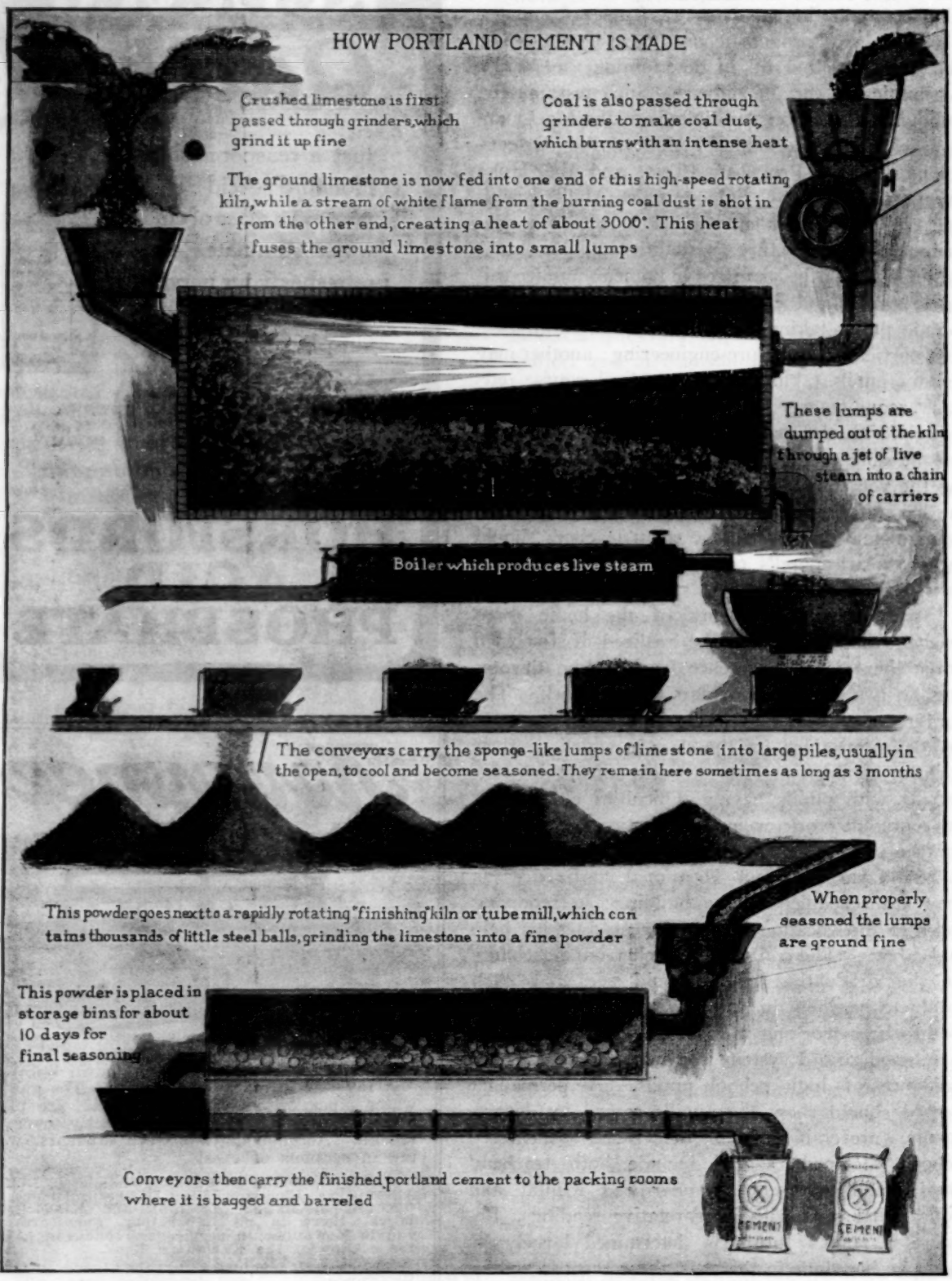
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Boiler which produces live steam
The conveyors carry the sponge-like lumps of limestone into large piles, usually in the open, to cool and become seasoned. They remain here sometimes as long as 3 months
When properly seasoned the lumps are ground fine
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This powder is placed in storage bins for about 10 days for final seasoning
Conveyors then carry the finished portland cement to the packing rooms where it is bagged and barreled
CEMENT
CEMENT

The above illustration giving a most lucid and simple explanation of the making of Portland cement is reproduced from page 675 Compton's Pictured Encyclopedia, published by F. E. Compton & Company, Chicago.—*Advt.*

What America Owes to Portland Cement

By A. E. WINSHIP

CONCRETE boulevards have done more to Americanize the forty-eight states than has any other one influence. They are absolutely wiping out the intense individuality of every section of the country. There will never again be any South or North, East or West. There were never North or South highways until within the last twenty years. Now there are several famous concrete boulevards from the extreme South to the extreme North of the United States.

This swinging of the East and West trend from 1606 and 1620 to 1900, to a North and South trend, is one of the greatest social, industrial, and commercial transformations in American history. Automobiles and the concrete boulevard have made the new America possible.

Concrete boulevards have also re-made American cities by having boulevards run out in the suburbs in various directions. Pittsburgh is a good illustration. It has been made the metropolis of a radius of seventy-five miles, and every pleasant afternoon automobiles from Western New York, from Ohio, West Virginia, Maryland, and all Western Pennsylvania bring a multitude of people for retail trade.

If geography were to be made today, practically all state boundaries would be wiped out and community groups take their place. It would be impossible to abandon one mile of concrete boulevard, or to stop the expansion of such boulevard. There can be no concrete without Portland cement, and twenty-five years ago there was no appreciable amount of this cement made in the United States. The first Portland cement was made in England more than a hundred years ago (1824), and was named for the city in which it was first made.

It is a world wonder that the concrete of recent development of England and the United States was made in Egypt 4,000 years ago, and there are Roman highways that were made thousands of years ago that will be good a thousand years hence.

While it is impossible to make concrete boulevards without cement, the making of such boulevards that will stand the heavy truckage of today and never show signs of wear is a much more important matter than the mere making of cement.

In order to understand this it is important to know about the making of reinforced concrete, which makes possible the creation of tall buildings that will defy earthquakes and calamities.

We are using from Compton's Pictured Encyclopedia a picture of the reinforcement of a concrete wall of a building. There is a tangled steel rod encasement, into which liquid concrete is poured. This soon hardens and nothing can shake it.

To make a concrete highway there are placed at the bottom large stones. Over these are placed a layer of smaller stones. Then a layer of still smaller stones and finally over this are poured round pebbles about the size of marbles. The liquid cement is then poured on and it runs down wherever it is possible, and when it hardens, *it is reinforced by every stone and pebble in that highway.*

The making of a concrete sidewalk is one of the best illustrations that children are likely to see, and on the opposite page is the early life story of a concrete sidewalk.

The making of Portland cement is now so important an industry that in 1926 a corporation was created in which all the leading plants were merged, representing millions of capital.

Richard Hardy of Chattanooga, the proprietor of the cement plant in Richard City, forty miles west of Chattanooga, was the prime mover in the creation of this corporation, which absorbed the leading cement plants of the United States.

Mr. Hardy was for several years a schoolmaster in Michigan. We knew him intimately. first, as a hustling country school teacher in the Upper Peninsula of Michigan, then as superintendent of one of the ambitious small cities.

An interesting combination of circumstances led him to identify himself with the cement plant near South Pittsburg, Tennessee, and the sudden vast use of Portland cement in the United States made him personally wealthy, and that industrial community recognized his leadership, and it was christened Richard City.

Mr. Hardy's residence was in Chattanooga, of which city he was mayor for several years, but two years ago he went to New York and devoted himself to the creation of the world-famous organization for the making of cement.

A few weeks ago Mr. Hardy died in the hospital in New York City. He had been in perfect health until a combination of diseases caused his death.

Few men have had the privilege of being as vital a factor in the promotion of any industry that had in his day gone from a national output of less than a million dollars a year to more than a hundred million dollars. In no other industry in the last twenty years probably has one man played as important a part as did Mr. Hardy in the promotion of the manufacture of Portland cement.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Hand at the Wheel

Today I drove into school. My way led along the beautiful Charles River made famous by the great poet Longfellow. Scene after scene of wonderful beauty passed before my eyes,—lovely bends where birch trees leaned gracefully to dip their golden hearts in a quiet pool,—fair open pastures leading down to the water's edge, where calm cows drank, knee-deep in the cool flood;—quaint old willows, all rheumatic and miss-jointed and crabbed and gnarly, but clothed in pale-green veils of leveliness; whose filmy beauty found like beauty in the river flowing on below;—open marshy places, where the last glory of the purple asters burned amid the scarlet ashes of the sumac leaves.

As I passed on, enjoying each delightful scene, I came to a forking of the way. One road led down past unsightly dumps and factories and railroad yards to lose itself in a tangle of city streets. It was the shortest way for me to go. The other road followed on along the Charles, passing lovely spots delightful for the soul to see. At that crossroads the choice of my future way was mine. No other power but my own will moved the hand that moved the wheel. Now, of course, the two roads are symbols of the two roads that fork away so many times before us all. If we love beauty we will choose the way that leads past it even if it be longer by a mile or two. When I reached school the charm of the Charles was still upon me. I opened a book, wishing to add to the beauty of the memories that I had, the charm of the poet's words:—

TO THE RIVER CHARLES

By Henry Wadsworth Longfellow

River! that in silence windest
Through the meadows, bright and free,
Till at length thy rest thou findest
In the bosom of the sea!

Thou hast taught me, Silent River!
Many a lesson, deep and long;
Thou hast been a generous giver;
I can give thee but a song.

Oft in sadness and in illness
I have watched thy current glide,
Till the beauty of its stillness
Overflowed me, like a tide.

And in better hours and brighter,
When I saw thy waters gleam,
I have felt my heart beat lighter,
And leap onward with thy stream.

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Little Brooks

In a quiet little valley a brook tumbles happily under an aged oak. The brook is very young and the oak is very old. The brook is carefree and happy in its youth, while the oak is silent and majestic and very dignified. The aged oak does not approve of all the brook does. It says to the brook: "Be still! Can't you? You make me nervous!" but the brook laughs on just the same. Then the aged oak sends down a leaf or two of good, sound advice. The brook receives the advice lightly and carries it carelessly away, laughing a little over the joke of it. Then the aged oak sends down the reflection of its tall body, its mighty, twisted strong arms and nut-brown leaves and says: "Behold the great example that I set you. Stop all this nonsense and get down to work," but the brook flows right on through the reflection of the oak without pause or ripple as though the reflection did not exist.

And so it goes in the world about us. Some must be happy brooks and some aged, venerable oaks. And the oaks will always shed leaves of advice upon the brooks, and the brooks will always laugh them happily away.

So it is now. The aged oaks are worrying over the happy brooks. "Going straight to the dogs!" says one. "The young folks are terrible!" says another. "It wasn't like that in my day," says another. Poor old aged, shaggy advice-shedding oak, raining hard acorn-tears in memory of the good old days that never existed except in their own crabbed minds!

As I see it all there is a pure silver in the laughter of the brook today; there is an open boiling over moss-grown rocks; there is a joyous freedom in the level meadowland, and a wearing of fragrant water lilies in dark hair, but more than all else there is a lovely cleanness in the silent depths and a mighty reflecting of the blue sky, its golden sun and its thousand wide-eyed stars.

Now I have played with what I mean like a kitten with a ball of yarn. Who can untangle the mass and give it a meaning that bears upon the daily lives of the young folks in the world today?

Tales of the Ancient Man

THE GREEN JADE DRAGON

Part One.

The ancient man spread out his bear skin before the low entrance to his cave. Around him the three sons of the merchant seated themselves. "Sons of the merchant," said the ancient man, "answer this riddle and I shall tell you a tale. Answer it not and I shall become angry and box your ears. There was once a man who stole one penny of a rich person. Measure for me the greatness of his crime." "Ancient man," said the first youth, "his crime would have been greater had he stolen it from a widow's purse." "It would not have been so great," said the second youth, "had he been in sore need of a loaf of bread." "His crime," said the third youth, "depended on how honestly the rich man came by the penny that was stolen." The ancient man smiled. "Well spoken," said he, "as the world speaks, under one or other of these heads mankind justifies all its thefts, but you, sons of the merchant and pupils of the ancient man, must learn a higher wisdom whereby to shape your ways. Since you have answered me wisely, if not well, I shall tell the story that I promised. Many years ago in China there lived a sage who was so kind and good that his face shone like the morning sun when it is heavily veiled with mist. Gold he had not, nor office, nor fine raiment nor any other of the world's things that men fight for, but from far and near people came to him, some for advice, some for consolation, some for courage, some for the very joy of looking upon his radiant face. None ever came who went forth unsatisfied, with the result that in time his fame reached the ears of a great prince whose one ambition in life was to obtain for himself the green jade ring of a neighboring king. "Surely," said the prince to himself, "this wise man of the mountains can devise a way for me to get the ring. I shall go to him and speak to him about it." At the close of the third day of travel the prince stood before the humble door of the holy man. "Honorable sage," said he, "how can I gain the green jade ring of the great King Wu?" "Noble one!" said the sage, "which ring do you wish?" "There is only one ring," said the prince, "the green jade that guards its owner against the cut of any sword." "I understand you," said the sage, "but you do not understand me. There are two green jade rings, just as there are two princes standing before me, one in the flesh and the other in the finer stuff of the spirit world." "You mock me," said the prince angrily. "Of course I want the green jade that I can see with my eyes and place upon my index finger." "Very well," said the sage, "It is a simple matter to gain

that for you. I was afraid you desired the green jade spirit of the green jade ring. That, of course, I could not gain for you except through the willingness of the Emperor Wu. Sit down, therefore, at my side, and let me tell you the story of Ah Soo, who wished to steal the green jade dragon of Wing Wang."

Tales of the Ancient Man

THE GREEN JADE DRAGON.
Part Two.

"Ah Soo, as you well know, was versed in all the magical arts; he could plant a peach seed and from it cause a full sized tree to grow before your eyes, blossom and bear peaches of wonderful color and size; he could fling his coiled rope right up to the clouds and fasten its end there and then climb up, hand over hand, until he was out of sight; all these things he could do so well that people whispered he was under the rule of the evil ones. However, it was not so. Ah Soo understood Nature as no other man understood her, and therefore could do things no other man could do. The day came, however, when Ah Soo saw the green jade dragon of Wing Wang. A great desire came over him to possess the dragon. He thought of it by day and dreamed of it by night, until his poor old head became quite turned about and he stumbled when he walked and muttered strange words to himself when he sat alone under his peach tree. Now be it known to you, illustrious prince, that Wing Wang guarded his dragon in a teakwood room behind five teakwood doors, the keyhole of the second being smaller than the first, the third smaller than the second and so on until that of the fifth door was but the size of the bodkin that binds up a woman's hair. Ah Soo knew all this. By no physical means could he obtain that dragon. He must resort to the magic arts over which he had such mastery. One night, when there was no moon, Ah Soo crept into the garden behind the teakwood room. He lay down on a bamboo bench and closed his eyes and slept and out of him, like a mist, rose up his spirit; like a mist it floated under the stars; like a mist it went softly, as though wind driven, in through the first keyhole; like a silken scarf it went in through the second keyhole; like a pale thin smoke it went in through the third keyhole; like a thin yarn it went in through the fourth keyhole; like a fine silken thread it went in through the fifth keyhole, coming at last to the room where the green jade dragon lay basking on a cushion of red silk with the light of a tall red candle flickering in its pale eyes. "Aha,' cried Ah Soo, 'you are mine at last,' whereupon he took the form of a man and laid hold of the dragon's tail, but try as he might he could not fasten his spirit hands upon the cold stone. Hour after hour he clutched vainly at the thing of his desire, then suddenly a cock crew. Ah Soo drew back from the green jade dragon in alarm. 'I must be gone,' he cried, 'or the sun will reveal my sleeping body to the eyes of Wing Wang.' Instantly he became a pale smoke thinner than a silken thread and would have passed out the way he came had not, at that very instant, the jaws of the dragon opened and snapped shut again. Ah Soo's spirit was trapped by the spirit of the thing that he had come to steal." The sage paused. "Well," said the prince, "what of it?" "Illustrious prince," said the sage, "at sunrise they found and buried the body of Ah Soo. Though I might tell you how to obtain the magic ring of the Emperor Wu, though your body might be safe from the swords of many by possessing it, the spirit of the ring would bring down upon your spirit the bright, keen, cutting swords of the eternal gods." The ancient man smiled. "Sons of the merchant, see you now the measure of the crime of him who steals even a penny from a rich man? The spirit of the copper shall take his own spirit into captivity and doom it to disgraceful slavery."

The Fish's Head

The old philosopher was in a merry mood. He actually laughed. "Why do you laugh?" asked a bystander, "What is there to amuse you about this place?" "My friend," said the philosopher, "I laugh because I am amused. I am amused because I see in my mind's eye a funny thing. I see little men sitting in the dust of the road; their legs are spread wide and they are, each of them, scraping into the space between their knees just as much of a golden dust as they can scrape together and I see other men standing by begging in a thousand ways for some of the golden dust. You see the scrapers live but to scrape, never lifting up their heads to the bright sunlight, and the beggars live but to beg, never taking their eyes from the scrapers' dust. That is why I laugh. Both have missed the meaning of life. I laugh at the serious way one scrapes and the serious way the other begs." "I see nothing to laugh at," said the stranger. "It is all solemn business. Behold, you have gold; I see it in your hand, and behold, too, yon beggar. Is he not hungry?" "Is he?" asked the philosopher. "Let us find out. If he hungers my gold is his, but by his sleek sides I judge he is a beggar because it is easier to beg than to do the day's work. Behold here is a fish's head. It is all that is left over from my own lunch. Let it be the judge. Behold I cast it at the beggar's feet. Does he reach hungrily for it? He does not! He casts an angry eye at me, and, by my beard, prepares to throw something back at me. Behold now this gaunt stranger on the left. He spies the fish's head. Its pale eyes look good to him. He seizes it and breaks it open. Within he finds the gold pieces I had hidden there. He goes his way rejoicing. My gold piece goes with him. I am glad, for he truly hungered. No doubt, at this very moment, he is so full of joy at the possession of the gold that he has no wonder for whence it came. And so I laugh, my friend. I laugh at those who pass by the fishes' heads that bear within their mouths the gold coins of success."

All Life Is Like This

Early last spring I planted a tiny seed in my garden. It was such a little seed that I lost it between my fingers and had quite a time finding it again. When I had finally pressed it into place in the dark warm earth, it was so completely lost to view that I doubt whether I could have located it with a magnifying glass. However, I knew that it would find itself, though it was lost to me, and very soon, indeed, would poke a bright green arm out of the ground, then another, until finally it would stand revealed with the sunshine glistening on its lovely leaves.

Today, just as I expected, the seed has become a plant, a beautiful aster plant, and its top is crowned with seven delicate heads of bloom that are so lovely that the bees hum over them, and the butterflies alight in them and the eyes of a dozen humans every day glisten as they look at them. Out of the tiny seed have come seven wonderful flowers to gladden the earth.

I have been watching this golden aster of late, and it has spoken to me various splendid things; last night as I watered it I heard it say: "All life is like this,—just trying and trying to do lovely things. Do you not see,—I am no different today than I was the day you planted me. I am the same little sparkle of life, the same little life moving in the dust, only I have unfolded myself, and developed my powers, and spent myself trying to gladden the earth. In the little seed you so kindly planted were the seven blessings that you see crowning my stem. Leaf and color and fragrance all were folded and packed into the casket you called a seed. And again I say: All life is like this;—man, too, is a seedling and in him is folded and packed a thousand beautiful blessings which he, alone, can bring forth to delight the earth."

I think the beautiful aster is right, and when I see a girl or a boy doing splendid deeds, and living helpful, kindly lives, I realize that blossoms are nodding around me and I am walking abroad in the Lord's garden, seeing the glories that have risen under the service of His sacred hands.

EDUCATION IN ACTION

Six Sets of Twins Baffle Teachers

The problems that ordinarily confront the schoolma'am are complicated in the case of the instructor staff of the Tapley School, Springfield, Mass., housing elementary classes, due to the fact that there are no less than seven pairs of twins among the young pupils. The twins, for the most part, run true to form in the matter of close resemblance and the problem for the teachers is one of identification. There are five pairs of girl twins and one pair of boys, while the seventh pair is comparatively easy for the teachers by reason of being a boy and a girl. Among the groups are the children of Dr. Zenos E. Scott, superintendent of schools.

Farm Schools Make Profits in Mexico

What to do with money and excess crops raised through the farming program of rural schools in Mexico is now being solved by the Secretariat of Public Education. The movement to permit rural schools to make practical application of training in modern farm methods by growing crops on public lands has proved remarkably successful and the department has been compelled to arrange for disposition of produce and money realized. Under the plan drafted, the master in charge of the school is to submit to the committee on education a month before the crop is gathered, all information as to probable returns. The committee will then arrange sales and distribution.

School Societies Given Ultimatum

Quit the Greek letter societies or quit school, was the ultimatum delivered by W. H. Kirk, superintendent of the East Cleveland, O., public schools, to the 1,870 pupils in the Shaw High School. Parents of the pupils are said to be backing the fight on the fraternities and sororities, which have a membership of about one thousand.

Tractor Jobs on Docks Appeal to School Lads

A group of school boys, guided by a teacher, made a tour of the New York harbor docks along West street the other day. It was part of the after school instruction on how commodities are shipped. They followed bales of merchandise from the rear of delivery trucks to the freight cars on the floats. The particular phase of the work which interested them most was the operation of the tractor hauled trains which carry goods from the receiving sheds out to the piers. The tractors are of thirty-five horsepower and no higher than a baby carriage. The driver operates a steering lever which guides the train in and out through piles of merchandise. "Gee," exclaimed one boy, "I hope I can get a job like that when I go to work." "Wouldn't it be great?" said another. "I'll say so," chimed in a third. "It is much better than working in a store. And think: the chauffeurs get more than fifty cents an hour. Can you beat that?"

450,000,000 Ways To Spell Circumference?

There are about 450,000,000 ways to spell circumference, if it is spelled as it sounds, Dr. Harry V. Masters of Hibbing, Minn., told teachers of English at their annual meeting in Chicago. Very often words are not spelled as they are pronounced, he said. "We should be surprised that we spell as well as we do, rather than alarmed because of our poor spelling ability," he declared. In an analysis of the spelling of 268 words by eighth grade students, he found that sixty-five per cent. of all mis-spelled words were correct phonetically and an additional fourteen per cent. were approximately correct as phonetic interpretations.

Students Demand True College Movies

Protesting against the aspects of college undergraduate life as portrayed in current motion pictures, more than 250 sophomores of Princeton University have signed a petition in which they ask a "true dramatization of the American college," or nothing. The signed objection to the general type of "college movies" will be presented to proprietors of local theatres in the hope films will not be shown which give the general public an impression of college life "altogether different from what it actually is."

Non-Flopping Trousers Praised by President

President Coolidge does not favor the "college sheik" type as symbolized by baggy, flopping trousers.. His opinion was again emphasized recently when he received the football team of Newman Preparatory School of Lakewood, N. J. After greeting the football players the President looked them over carefully and remarked, in a pleasant manner: "I am glad to see that your trousers are not flopping around on the ground." The President is not averse to abundant trousers around the ankles because of any instinctive penchant for economy, but solely because he dislikes to see trousers that "drag and flop."

Preventorium for Virginia Teachers

A "preventorium" for Virginia teachers who need preventive medical treatment has been provided by the Virginia Education Association. It will be located at Charlottesville, in the hospital unit of the University of Virginia, now under construction, and will embrace twenty rooms, accommodating twenty patients at a time. The charge to teachers will be $4 a day. This will cover the cost of professional service, room, nursing, board and the like. Physicians and surgeons of the hospital agree to make no charge to patients in the preventorium. Their services include examinations, diagnoses, laboratory tests, X-ray examinations, operations, prescriptions, medical treatment, nursing and other necessary services.

More for Arms Than Schools in Europe

When European budgets are examined with an eye to what part of them is devoted to serving what may be broadly termed civilization, it is found that armaments are still much more emphasized than schools, and the debt to the past is tremendously greater than the acknowledged debt to the future. A table of per capita national expenditure on education places Netherlands first with a per capita outlay of $4.61; Denmark is second with $3.14; Great Britain third with $3.02; France sixth with $1.69; Italy tenth with $0.96. A table showing what ratio the outlay on education holds to the outlay on defence ranks only the small states, who are not busily occupied in competitive "defence," at the top. Netherlands is again first with 135 per cent.; while Norway, Denmark and Sweden follow in order. Great Britain takes ninth place at 45 per cent., Italy eleventh place for 30 per cent. and France twelfth place with 29 per cent. The Netherlands and the three Scandinavian states have nearly doubled educational expenditures since 1913. Great Britain's expenditures are up 50 per cent., Italy and Spain have made marginal increases, France is standing still.

Co-Eds Spend Most Money

Co-eds at the University of California spend about $1,000,000 a college year more than their masculine confreres. A survey listed totaled expenditures for men students at $3,497,460.35; those for women students at $4,475,875.82. But the report failed to explain whether the fair sex are more extravagant or whether there are more of them. A study of how nearly eight million dollars was spent and what it purchased proved quite fascinating. Co-eds purchased 26,574 pairs of shoes for which they paid $219,149. Men spent $115,606 for footwear. Each man averaged a new suit every four months in a total expenditure of $349,-082. Cigarettes accounted for $31,-894.90, while $328,998 was paid for books. The men buy much more candy than the feminine student—although perhaps the latter consume more than they purchase.

German Educators To Study Our Schools

Under the leadership of Dr. Franz Hilker of the Zentralinstitut of Berlin, twenty-five of Germany's outstanding educators will visit the United States next summer to study American institutions of learning. Because of the keen interest of the members in American educational methods, they will visit every type of school, including rural, city, teachers' training institutions, colleges, universities and State Departments of Education. The German teachers will travel about 4,000 miles through the East, Middle West and South. This educational tour is expected to become an annual feature. It was declared that in 1929 a group of outstanding American educators would be conducted on a school inspection tour of Germany.

German Universities Lose Foreign Students

German universities are becoming alarmed at the apparent reluctance of foreign students to come to a country which was once the magnet for thousands of young men in search of learning. Thirty years ago twenty per cent. of all young Americans who went abroad to study went to Germany. Now Goetingen and Heidelberg know them no more—certainly not to the extent of former times. Opportunities for study at home universities in the United States have grown enormously of late years, but it is equally true that American students since the war have gone in increasing numbers to England and France. It is estimated that 10,000 Chinese students are receiving their university training abroad, mostly in the United States. Russians, who were very numerous in Berlin before the war, now prefer Paris or Prague. Scandinavian and Balkan students alone have remained more or less faithful to German education.

Student Is Sold as Pig

Crated in a pig crate and auctioned off in front of a theatre in Guelph, Ont., a student of the Ontario Agricultural College paid the penalty for violation of an unwritten freshman law. Members of the faculty stated that this was the first occasion of hazing at the institution for many years, and it was intimated that several expulsions might result. The victim was one of a group of selected students sent to the college from England.

Cost of Education Bound to Rise

The ever increasing cost of educating American youth, so much discussed and questioned today, will continue; but this curve of expenditure will rise even more rapidly unless present uneconomical methods are surveyed and eliminated, declares Leslie O. Cummings, professor of the graduate school of education at Harvard University. "Education must go on. There must be increasing attention to it, and consequent expenditures," he said. "What has been said does not mean that expenditures should run wild, or that a dollar should not get a dollar's worth of service." School surveys do not always result in a reduction in the cost of education. The aim of such surveys, he asserted, should be to indicate how expenditures may be made to greater advantage.

Night High School Started in Berlin

The first evening high school, inspired by the American institution, opened in Berlin recently. Persons compelled to work may now, for the first time, continue their academic education. Out of 2,000 applicants for admission, only 124 passed the entrance tests. A five-year course prepares the student for admission to college. "The institution was established to fit the demands of a new era," said Professor Silberman, director of the new school, "but it must maintain our traditional high standard." The 124 students, divided into three classes, range from eighteen to fifty-one years of age. Cologne, Essen, Duesseldorf and Mayence are planning to follow Berlin's example.

Discuss Soap In Hub Schools

Clean hands and clean faces are essential to the proper health of the pupils of the Boston public schools, according to Mrs. J. L. Barron of the Boston school committee, who laid before the committee a proposal that soap and towels should be provided in all the schools and made easy of access to the pupils. She deemed it a serious situation and she declared that the city long since should have seen that the matter was given its merited attention. Business manager Alexander Sullivan informed the committee that he had made arrangements for furnishing towels and soap to the one-session schools. The use of towels could not be made effective in the schools, however, until such time as the schoolhouse commission saw fit to furnish the schoolhouse with liquid soap equipment and with cabinets for the towels. In the meantime cakes of soap and paper towels were being furnished.

Mexican Education Making Rapid Gains

Mexican elementary education will soon surpass that of any other Latin-American country if it continues to advance at its present pace, according to Professor Isaac L. Kandel of Teachers' College, Columbia University, who has returned from a two-weeks' lecture tour in the vicinity of Mexico City. "The Federal Government is establishing one-teacher country schools at the rate of 1,000 a year," he said. "In another year they hope to reach their goal of 6,000. Whereas the United States spends something like one per cent. of its annual revenue for education, Mexico spends around eight per cent. and in some of the poorer states as high as forty per cent. In secondary education the Mexicans are adopting modern methods in use in Europe and the United States. I was surprised to find them ahead of all South American countries in this respect."

Universities Have Many Unfit Students

"Over-education of mediocrity and under education of superior ability are both community evils," declares Secretary of Interior Hubert Work. "Most men could do twice as much if correlated and systematized and do it better, if they would. This is largely true of school pupils also, if the value of five minutes be stressed. If the university will leave the task of preparation to the high school and college, it ought to be able to rid itself of unwieldy masses of unfitted students and perform its proper function in the fields of professional training and the discovery of new truths. I do know that boys can be kept in universities until too old to learn how to make a living."

Few Women in Schools of India

It has been estimated that only two per cent. of the women of India can read or write. The literate men rise slightly higher in the scale—five per cent. Less than one per cent. of the women are attending schools at the present time.

Best Pupils Lead Others in Traffic

Unusual interest is manifested in the safety system that the schools of Canton, O., has been using during the past three years. Four hundred boys guard the street crossings near the schoolhouses with long bamboo poles, tipped with red flags. With these poles they regulate automobile traffic and form aisles of safety through which thousands of children pass daily. It is an honor to be a traffic officer in a Canton school. High grades are one of the requisites and failure to maintain scholarship spells dismissal from the traffic police force. Practically every school maintains its corps of traffic officers. The Canton Automobile Club and the Canton Police Department instruct them in ways of handling traffic. So well known has Canton's system of handling traffic at schools become that delegations from other cities come into the city to study the method.

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TREND OF THE TIMES

WOMEN SOLDIERS are to be part of Russia's army. Speaking to the women's proletarian congress at Moscow, War Minister Voroshiloff said that in the event of danger women would be mobilized and trained in military camps, and, if needed, would take their places in the battlefields.

JAPANESE SUICIDES are to be curbed. The government has decided to secure and install the latest type of American brakes on railroad trains and street cars. Besides the increased efficiency sought, a strong motive was the desire to diminish the number of suicides. Last year more than 2,000 persons committed suicide in Japan by throwing themselves in front of engines and cars.

INTERVENTION by the United States is necessary to insure a free election next year in Panama, according to former President Porras. Panama, he said, is only twenty-four years old and not yet capable of holding free and fair elections, and without intervention a situation is likely to arise similar to that in Nicaragua. President Chiari answered that such talk was almost treason and that the elections would be held without either revolution or intervention.

FIVE PRESIDENTS of the United States have gone outside the country while in office. President Cleveland went fishing beyond the three-mile limit, a theoretical boundary. Roosevelt went to Panama, Taft visited Mexico, Wilson made two trips to Europe, and Harding, en route to Alaska, visited Canada.

BICYCLE PATHS have become necessary in the country districts of France because of automobile traffic on the main roads. Nearly 6,000,000 licenses are paid on bicycles in France and they outnumber the automobiles six to one.

HOLY LAND is celebrating the tenth anniversary of its freedom from the yoke of Mahometan rule. Today there is a Jewish population of 150,000. Some $50,000,000 has been invested in Palestine, mostly by Jews. Under the British mandate the valley of the Jordan was made sanitary and organizations interested in the redevelopment of Palestine purchased thousands of acres for settlers. The present growing generation is known as the "new Jews." They are educated in Hebrew schools, elementary, secondary and high. Hebrew, English and Arabic are the languages taught. The Hebrew University was opened by Lord Balfour two years ago.

CITY NOISES impede workers and cut efficiency, says Dr. Donald A. Laird, professor of psychology at Colgate, who has completed a survey of a number of cities. He found that workers used more energy and did less work in a noisy city than those in a quiet small town. The modern office building reflects noise better than a mirror does light, he declared. The constant roar of the modern city, he found, has the deafening effect of the machine shop's clatter on the human ear.

CRIME has become a billion-dollar industry in the United States. Estimates of the value of the aggregate loot of safe breakers, jewelry thieves, dock and railway pilferers, bank robbers and others engaged in hold-up and thievery vary. A nationally known editorial writer recently stated that the big business of crime had an annual turnover of $3,000,000,000 of which one-half was profit. Specialization to a high degree has entered this thriving American industry.

SUPERCITY may be developed within a century as a result of the adoption of a Metropolitan District around New York City for census purposes. The new metropolitan district embraces an area of 3,767.55 square miles within a radius of approximately forty miles from City Hall. The area contains about 9,500,000 inhabitants. Parts of three states comprise the new metropolitan district.

STRANGE EXHIBITS of the inventive mind, ranging from a collar button which cannot be lost to a lopsided umbrella for amorous couples, were featured at the international exhibition of invention in London. Among the most ingenious devices on display were a brace and bit which drills square holes; a saucepan which rings a bell when the boiling point is reached, and an automatic toothpaste tube which requires no squeezing.

HUGE ICE FIELDS, only fifty miles from the equator, but at an altitude of 15,400 feet above sea level, were found by Dr. James P. Chapin and B. L. Sage, two curators of the American Museum of Natural History, they reported on their return from an exploration tour of Africa and the East Congo.

The BOOK TABLE

CLOTHING CONSTRUCTION. By Clara M. Brown, University of Minnesota. With the Collaboration of Adella Eppel, Ethel R. Gorham, Aura I. Keever, Muriel G. McFarland and Iva I. Sell, of University of Minnesota. Cloth. Illustrated. 236 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Although this is not our major we are quite sure that there has been no other study of "Clothing Construction" quite as complete for the making of any textbook on the subject as that which has produced this book.

The book grew out of a seminar which was organized in the Division of Home Economics at the University of Minnesota in an effort to "iron out" the differences of opinion on the technique of clothing construction, between the instructors in this subject and the members of the teacher-training staff. When the instructors, realizing the desirability of more objective measuring of achievement in clothing classes, began to construct examinations of the new type, there was a general recognition of the need to get together on fundamentals.

The seminar ran for five quarters, with a changing personnel. It comprised at one time or another most of the instructors in clothing construction and members of the teacher-training staff, and a shifting group of graduate students. Those whose names appear in the list of authors worked continuously on the problem.

The writers of the book *received their training in ten different institutions and have taught in sixteen states.* Their composite experience represents the teaching of garment construction in junior and senior high schools and colleges, in part-time and evening classes, and in extension work; it represents also some trade experience, city and state supervision of home economics, and the training of home-economics teachers.

This book has been written in a different manner from that which is usually employed in collaborations. Since every sentence and illustration in the book has been worked over by several people, both individually and in group discussion, its value as a textbook is probably in direct proportion to the number of people who assisted in writing it. The composite judgment of a group of trained people is better than the judgment of any individual.

The organization of the book in terms of processes rather than of directions for constructing different garments should give it a permanent value.

ELEMENTS OF ECONOMICS. A Textbook for Secondary Schools. By Charles Ralph Fay, Erasmus Hall High School, Brooklyn. Cloth. 631 pages. New York: The Macmillan Company.

The best service we can render our readers, the author and the publishers is to use the first paragraph of the Preface. (We use it without quotation marks.) Once upon a time, not long ago, in a city not far distant, a well-known superintendent of schools called to his office three teachers of Economics and asked each the same question: "What are you teaching?"

The first replied: *"I am teaching Economics."*

The second replied: *"I am teaching five periods a week."*

The third replied: *"I am teaching 175 students."*

That is the fable. Rumor says that it was the author of this book who made the third reply. He hopes that he did. At least this is true: Throughout the present book he has tried to take the position of the student. For more than twenty-five years he has taught Economics to secondary school students; if he has not succeeded in obtaining their point of view it is unfortunate for him, for the fault is his own.

SENTENCE BUILDING. By Donald Lemen Clark, Ph.D., and Merle M. Hoover, A. M., both of Columbia University. Heavy paper, 8 by 11 inches. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

It is interesting to see how generally the college follows elementary school in the use of loose-leaf and kindred plans for developing opportunities for practice in all phases of school work.

In most American colleges many in each entering class are not sufficiently trained to write correct and effective sentences. They need special consideration and special instruction.

Sentence Building is inductive. Instead of offering the student a categorical Right and Wrong, it requires him to think his way through each problem and to formulate his own guiding principles of sentence correction and revision from a study of individual instances. He is constantly reminded of the intimate connection between the power gained from his working of the exercises and his own writing.

The mechanical features are distinctive. In each lesson the presentation of the problem is printed on one sheet, and the exercises for the student to do are printed on another. The sheets are so arranged that when the student has filled the blanks, inserted the proper punctuation marks, or rewritten the sentences, he can tear the sheet out and present it to his instructor. He is not forced to transcribe a whole sentence in order to learn something about one word. The sheets are perforated for insertion in the student's notebook.

ESSAYING THE ESSAY. By Burgess Johnson, Litt.D. Cloth. 313 pages. Boston: Little, Brown and Company.

Burgess Johnson is one of the writers of recent times whom I always enjoy, whom I never miss reading when opportunity offers, and his latest book, "Essaying the Essay," has his charm of personality in thought and expression at its best. Naturally we turned to his own essay, the last chapter in the book, and I wish every one who thinks the youth of today are "hell-bent" would read this paragraph:

"As I pondered over the book I recalled a man who in my own college days had visited a great eastern university that I knew well—and knew from the inside. He was a reverend gentleman of wide repute, but with a lecherous mind. He discovered that a young man might better be sent to Hell than to that university, and he proved it by data which was all true—as far as it went.

"Its weakness lay in the fact that he saw only those boys who were doing just what he was looking for; and the swirling crowd kept him from seeing even that clearly. I wish that old scavenger had not gone to his final reward, because I should like to have him look about our world today, a generation later, and see how many lads of that day who were hell-bent in that very university are now doing fine clean work as men in the church and professions and affairs. He guessed wrong, as it is now possible to prove. Undoubtedly he saw many of those boys doing things that later they deeply regretted; deeds that left scars. But he would have been less likely to guess wrong, if he had met them singly, face to face, with time and room to talk or work or go fishing with each of them."

Professor Burgess Johnson's book is an inspiration for any one who aspires to know how to write essays that have

personality that attracts and abides in the personality of the reader. There are twenty pages for teachers, forty pages for students and 250 pages of the most charming essays of forty of the best essayists of the last 400 years.

THE SOCIAL SCIENCES AND THEIR INTERRELATIONS. Edited by William Fielding Ogburn, Columbia University, and Alexander Goldenweiser. Cloth. 508 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Of all the books suggested by the ingenuity of this elaborated and elaborating age we have seen none that approaches this in elaboration. Here are thirty-four eminent specialists in social sciences writing about twelve pages each.

There are nine chapters on Anthropology of Economics, Ethics, History, Law, Political Science, Psychology, Religion, Sociology and Statistics; eight chapters on Economics, six on History, seven on Political Science, nine on Sociology and four on Social Sciences.

There are twenty-eight prominent professors of thirteen leading American universities—Buffalo, California, Chicago, Columbia, Harvard, Illinois, Michigan, New York, Ohio State, Pennsylvania, Smith, Syracuse, and three from overseas, Oxford, Frankfort, and London.

The increasing specialization in the social sciences has been accompanied by greater ignorance as well as by greater knowledge. This handicap has been especially felt because the rapidity of social change in recent years has made it difficult for branches of knowledge in the social sciences to remain within the bounds prescribed under earlier situations. With the rise of the modern emphasis on social research, it has been found that many problems lie in several different fields and that their solution demands methods from the various social sciences. The increasing specialization is part of the great accumulation process in social knowledge. This accumulation process is so great that it has become exceedingly difficult for any one individual to become intelligent in the general field of the social sciences. Hence the demand for a book like this.

INSTRUCTIONAL UNITS IN WOODFINISHING. By R. A. McGee, B. S., Industrial Education Department, University of Minnesota, and Arthur G. Brown, B. S., Vocational Education, The Stout Institute, Wisconsin. Milwaukee, Wisconsin: The Bruce Publishing Company.

Industrial education has passed the work-a-day stage and is artistic wherever art is in place as it is in furniture making. In every respect Industrial Education is as high art in school work as in the best establishments, and the books of the Bruce Publishing Company are idealistic in teaching how to be realistic. The McGee-Brown text on woodfinishing is as practical as the making of a writing desk, and as artistic as the making of a piano. In making the instruction so clear that no mistake can be made in following directions there are more than one hundred beautifully made illustrative cuts.

Some knowledge of woodfinishing and painting should be of practical value to everyone. In addition to its practical value the study of woodfinishing offers many opportunities for the application of the practical sciences and the development of the artistic senses, which are of general educational value.

On a basis of relative value a course in woodfinishing ranks high when compared with other shop courses traditionally taught in our schools.

PROBLEMS OF RETAILING. By Donald Kirk David and Malcolm P. McNair, both of the Graduate School of Business Administration, George F. Baker Foundation, Harvard University. Cloth. 790 pages. Chicago and New York: A. W. Shaw Company.

American business of all kinds is indebted beyond estimate to Harvard University for the creation of the George F. Baker Graduate School of Business Administration. There is no phase of scholarship in Harvard University, and certainly nowhere else in America, that is on a higher scholarly standard than that in this Graduate School, and no other treatment of the problems of retailing has approached this given by Donald Kirk David and Malcolm P. McNair.

The book offers for analysis and solution a wide variety of retailing problems and cases based on the actual business experience of a large number of firms. The scope of the treatment is confined to the field of over-the-counter retailing, typical problems being presented on the management of unit stores, chain stores, and department stores. It has been the aim of the authors to have each problem include a clear statement of issues and facts in sufficient detail to permit logical conclusions to be drawn, and to arrange and co-ordinate the groups of problems so as to build up step by step the body of principles which form the foundation of retail-store management. Particular attention is given to the problems of department stores, not alone because of the importance of this type of retail outlet, but also because of the fact that a large number of problems common to all forms of retailing can be seen in clearer detail and better perspective when viewed with a department-store background.

The book is divided into six sections: the first deals with the elements of retail accounting, the second is concerned with the effect of consumers' buying habits on retail policies, and the third takes up the merchandising problems of buying, planning, and control. These sections constitute the first half of the full-year course in Retail Store Management in the Harvard Business School. For the second half-year of the course the fourth section of the book continues the study of merchandising from the standpoint of sales direction and promotion, the fifth section deals with store operation, and the sixth section takes up problems of control, finance, and general policy.

SPOKEN THOUGHT. A Textbook on Vocal Expression for Use in High Schools, Normal Schools and Colleges. By Lily C. Whitaker, president New Orleans College of Oratory. Cloth. 586 pages. New York: A. S. Barnes and Company.

This book is the result of thirty years' experience in training for the perfection of the spoken word. It contains outlines, exercises, illustrations and suggestions that stimulate thought and awaken interest; and it leads to much research along the lines of history, literature, mythology its key, and the arts which make an ardent student in the field of that general knowledge which is necessary to the speaker.

Physical development and the care of the voice form an important part of the training work. Dramatic art also has its place together with the climax of Spoken Thought, Oratory.

Books Received

"An Introduction to the Reading of Shakespeare." By Frederick S. Boas.—"Pecheur D'Islande." By Pierre Loti.—"The Gateway to English." By H. A. Treble, M. A., and G. H. Vallins. New York City, N. Y.: Oxford University Press.

"Chispitas" (Short Spanish plays). By Carolina Marcial Dorado.—"Curriculum Making in an Elementary School." By the Staff of the Elementary Division of the Lincoln School of Teachers College, Columbia University.—"Background in Social Studies" (Form A). By Tyler Kepner.—"Background in Social Studies" (Form B). By Tyler Kepner. 15 Ashburton Place, Boston, Mass.: Ginn and Company.

"Treasure Island." By Robert Louis Stevenson.—"Gilman of Redford." By William Stearns Davis. New York: The Macmillan Company.

"We and the World." By William C. Redfield.—"An Approach to Harmony." By Osbourne McConathy, Anton H. Embs, Maude M. Howes, and Charles Elliott Fouser. New York City, N. Y.: Silver, Burdett and Company.

"The Social Sciences." By William Fielding Ogburn and Alexander Goldenweiser. 2 Park street, Boston, Mass.: Houghton Mifflin Company.

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Colonel—"Rastus, you have a hard time getting over the ground since that auto accident."

Rastus—"I ain't complainin' so long as I keep from getting under it."—Pittsburgh Sun Telegraph.

A Waste of Good English

"Bobby," said his mother, "why do you keep telling Rover to 'set up' when you know 'sit up' is the proper expression?"

"Oh, well, mother," replied Bobby, "of course I know lots of grammar, but what's the use of wasting it on Rover when he doesn't know the difference, being just a dog?"—Boston Transcript.

Familiar

Guide—"This, sir, is the Leaning Tower of Pisa."

American Tourist—"Pisa? Let me think. No, that doesn't sound like the name of the contractor who built my garage, but it looks like his work!"—Life.

Informing Teacher

Responding to an invitation to see the school principal and talk over the question of her boy's transfer to a school better suited to his sluggish mentality, an indignant mother appeared with her unpromising offspring.

"I'm Mrs. Blank," she snapped out in icy tones; "do I look feeble-minding?"

Never pausing for a reply, she continued:—

"This is my son Arthur; does he look feeble-minding? They say his brain is three years behind his body. I'm his mother, and he was all born at one time!"

Then Only a Drop

"Why is Bill's neck like a camel?"

"Because it goes two weeks without water!"

Moral—Buy a Two-Pants Suit

"Wife!" shouted father from the head of the stairs at 11 o'clock Sunday morning, "where in the thunder are my pants?"

"You'll have to stay in bed until daughter gets back," snapped mother, "for she went on a hike this morning and wore them."—Cincinnati Enquirer.

Exactly

Teacher—"I have went. That is wrong, isn't it?"

Johnny—"Yes, Ma'am."

Teacher—"Why is it wrong?"

Johnny—"Because you haint went yet."

High I. Q.

Professor—"What is meant by 'The Four Horsemen'? Who were they?"

James—"Paul Revere, Phil Sheridan, Theodore Roosevelt, and Barney Google."

Inside and Out

He died, and Flo, his dusky bride, was getting ready for the time when the Sons and Daughters of I will Arise would come and take charge of the funeral. Flo picked out her mourning clothes—black shoes, stockings, underwear, dress, hat. Mandy dropped in to sympathize—and to see. She looked over the clothes and said: "Flo, whaffo you all got dis hyeh black under-weah?" To which Flo replied: "Child, when Ah mou'ns, Ah mou'ns."

"We"

After several false starts the youth succeeded in raising his somewhat crippled umbrella. He prepared to depart from the shelter of the California-avenue awning.

"Well," he observed to a friend, "I guess Adam and I will be moving along."

"Adam?"

"My umbrella," he replied. "One rib is missing."—Pittsburgh Post.

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JOURNAL MAIL BAG

How the Classroom Teacher Can Create Initiative

Editor, Journal of Education:—

One of the prime functions of a true educational process is to create initiative. This applies to every grade, from the nursery school through graduate work.

We are generally agreed that education should fit one for the duties and privileges of citizenship. In our nation the form of government is a democracy.

Every one has an equal influence with his vote. Every one an equal chance to benefit the social group by some distinctive contribution.

Leaders are more necessary than followers; and the primary essential of leadership is initiative.

How then can the school aid in creating and developing this necessary quality? I will admit that sometimes it seems as if leaders were born and not made.

But I know from experience that oftentimes children with fine natural judgment are kept in the background by those with more "nerve."

The essential thing to remember is that those with the ability to do level headed, creative thinking must be given a chance to develop self-confidence in their own judgment.

The story is told of Woodrow Wilson that the first time he ever made a speech, it was such a failure that he vowed he would never attempt another. Yet he is reckoned one of America's greatest orators.

A common fault of teachers is doing all of the class work themselves. The pupils merely sit and absorb whatever they can.

The teacher, from the kindergarten through a college graduate school, should be continually on the alert to seize an opportunity of making the pupil work for himself.

Here are a few ways of creating initiative. First, encourage the pupils to find the answers to their questions themselves. Keep a notebook of some sort in every class where each pupil may have a chance to develop his own ideas. Operate special projects through committees, and hold the committees responsible. Last of all, keep an atmosphere in the classroom which will encourage individual effort.

Haydn S. Pearson,
1402 Oneida Street,
Utica, N. Y.

Infantile Paralysis and Crippled Children

Editor Journal of Education:—

In most states nearly fifty per cent. of the crippled children are crippled by infantile paralysis. The organization of the work for crippled children in New York State followed the epidemic of infantile paralysis of 1916, in which there were more than four thousand cases. The Board of Health card indexed these children and put one of its doctors in charge. They have kept track of these 4,000 children ever since by sending orthopedic nurses to visit them and by calling them in for re-examination at orthopedic hospitals. An epidemic is now taking place in many states.

The germ of infantile paralysis has recently been discovered by Dr. W. G. Aycock of Harvard. Cultures have been made, but no adequate serum has yet been developed for the cure of the disease.

Perhaps there is no other disease of childhood that is quite so much to be dreaded. Under conditions as they have been until a few years ago, it nearly always resulted in deformity and ofttimes in death or almost complete helplessness.

It is a disease which attacks the nerve cells in the anterior column of the spinal cord. The cells affected wither away, leaving the corresponding muscles without enervation.. As the result they also shrivel and become useless. As there are other cells which are not attacked, these cells stimulating their corresponding muscles, draw the limbs in that direction, causing all kinds of deformities in legs and arms, and often twisting or bending bones and vertebrae by the constant pull on one side of healthy muscles where the antagonistic muscles are paralyzed. It is often necessary to transplant muscles from one attachment to another in order to counteract or balance the pull of these groups of muscles.

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Massage and emersion for considerable periods in warm water so that the body is supported and movements become easier and occupational therapy are helpful. Where certain nerve cells have been destroyed no complete cure can be effected, but deformity can usually be prevented and forty per cent. or fifty per cent. efficiency restored. In cases where the disease has been less severe a complete cure may be effected, but it usually requires a year or more of treatment with supervision for a long time afterwards.

Infantile paralysis is a spray-born disease. It is not entirely confined to children, but may attack people of any age. It often results in fatalities and without adequate care it is almost sure to result in deformity and crippling.

In the State of Missouri, according to the records of the Board of Health, since 1921 there have been 263 cases up to the first of January, 1927. Since the first of January of this year until October there have been 202 cases.

Henry S. Curtis,
1209 Elmerine Avenue,
Jefferson City, Mo.

Better Music and Art in Schools

November 18, 1927.

Editor, Journal of Education:—

I wish to congratulate the Journal in its wish to promote better music and art study in the public schools. These subjects have been the "tag end" of our educational system too long and I for one welcome your plans to advance these subjects in our schools.

If your efforts will secure for music and art a more practical and useful place in the public school program you will secure the approbation and thanks of thousands of people who are intensely interested in these subjects and realize their value in the scheme of education.

Very sincerely,
E. S. Pitcher,
Eastern Music Supervisors,
Auburn, Maine.

Meetings To Be Held

DECEMBER.

17-19-20: American Vocational Association Convention, Los Angeles, California. Benjamin W. Johnson, secretary, University of California, Los Angeles.

26-30: Oregon State Teachers Association; E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

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